

Behaviour for Learning Policy



Approved	September 2015		
Review Date	September 2016		
Signed (Principal)		Name	
Signed (Chair of Local Governing Body)		Name	
Signed (Company Secretary)		Name	

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Chapel St Trust Mission Statement

As part of the Chapel St family of schools, Benedict Primary strives to provide an attractive, safe, well-ordered, child-centered place of learning within a broad, generous and inclusive Christian ethos. Maintaining and sustaining the highest standards of teaching and learning is the key concern of governors and staff. The school seeks to work positively with parents and carers to fulfill the school's expectation that all learners are enabled to achieve at the highest level of which they are capable.

Benedict welcomes children and families from all faiths and none to work together towards the good of the whole community through Grace, Love and Fellowship. There is a daily act of collective worship, which encourages spiritual development and a mutual understanding of life together.

Our School Vision

Inspire, Think, Enrich

"To develop an emotionally intelligent learning school, where everyone is inspired and has a belief in their life long learning goals; feel valued and are empowered through thinking to learn; work together to develop positive self esteem and enrich individual, team and whole school success through Grace, Love and Fellowship.

Grace: Treating others with respect and putting their needs before your own

Love: To care for others and show our love for the world around us.

Fellowship: To feel part of a community and understand what it feels like to be part of a team with every person working towards shared goals

The purpose of our behaviour policy is:

- To maintain a positive whole school ethos, which is sympathetic to pupils' cultural, ethnic and social needs, we create a caring atmosphere based on a sense of community and shared values.
- To create a positive and effective working environment which supports teaching and learning.
- To maintain a consistent approach to behaviour management which supports the aims and values of the school.
- To set the boundaries of acceptable behaviour and begin to prepare children for life beyond school.
- To create a safe, secure environment for children and staff.

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This policy provides a framework for promoting good relationships and attitudes to learning so that everyone can work together with the common purpose of helping everyone to learn.

The table below demonstrates the links between the school's behaviour for learning philosophy and curriculum links. To support children's understanding, we will use the language of the Habits of Mind.

Habits of Mind	Curriculum Drivers	Developmental Assets - Chapel Street Drivers (for staff reference only)
Persistence		Achievement motivation
Listening to others with understanding and empathy		Caring
Thinking flexibly	Creative and imaginative thinking Explorers	Planning and decision making
Applying past knowledge to new situations	Critical and analytical thinkers	Knowledge application
Taking responsible risks	Positive risk takers	Responsibility
Thinking independently	Independent learners	Personal self esteem
Thinking interdependently	Interdependent learners	Interpersonal confidence

Class Charters

Each class teacher puts together their own classroom charter collaboratively with their children at the beginning of the school year and displays them. This should be displayed prominently and referred to support classroom behaviour management. These expectations are reviewed as appropriate so the children are continually aware of their importance.

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Roles and Responsibilities

At Benedict Primary School, we believe that all staff and parents share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone.

Staff Responsibilities

In order to achieve our aims for behaviour and discipline at Benedict the staff shall:

- ensure that the ethos of the school and its charters are apparent in the management of the school.
- recognise that effective teaching and class management are an invaluable influence on the climate of behaviour within the school.
- ensure positive behaviour is modelled at all times towards all members of the school and wider community
- ensure that good behaviour/work is celebrated
- ensure that children understand that there are consequences linked to their actions.
- be alert to bullying, sexist behaviour, racial and homophobic harassment.
- ensure that the pupils are not simply passive receivers of this policy but are actively involved in monitoring incidents and reviewing procedures.
- make explicit to parents the partnership that we expect with them in delivering our behavioural expectations and keep parents fully informed of their child's attitude to learning and behaviour.

Children's Responsibilities

We expect our children to:

- follow the school and class charters
- encourage peers to follow expectations
- accept responsibility for their actions and behaviour.
- behave appropriately in different social contexts.
- value their own achievements and take pride in the school.
- Follow and develop the principles of the Habits of Mind.

Parental Responsibilities

It is recognised that, generally, children who have supportive parents are successful and well behaved in school. In order to achieve our aims we need strong positive support from parents. We therefore expect parents to:

- model positive and appropriate behaviours at all times.
- tell the school immediately if there are any circumstances which may affect a child's achievement or behaviour in school.

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- conform to and support the school charter and expectations. Children who sense animosity between home and school have problems adapting to school life and often display inappropriate behaviour.
- Read, sign and abide by the conditions of the home school agreement (Appendix 1).

School Rewards

We use our school and class charters to model the school's behavioural expectations. Staff realise the importance of the positive reinforcement of good behaviour and reward children in a variety of ways.

Star of the Week

Two children per class who demonstrate positive 'Habits of Mind' are selected by class teachers to be recognised in weekly celebration assemblies. The children's stars are displayed on our Stars display in the school hall. Bronze stars are awarded for the first recognition of positive behavioural attitudes. Silver awards are awarded for the second recognition of positive behavioural attitudes and gold awards are for those children who receive a third recognition of their positive behavioural attitude. The names of the children receiving Star of the Week recognition are shared with the whole school community through the weekly school newsletter.

Positive Postcards

Over the year, each child will receive a postcard that will be sent to their home address outlining a particular achievement linked to the habits of mind. Postcards will be provided for each class.

House Points

These form the main basis of our behaviour management system and are linked to the habits of mind.

Each child is a member of one of our four houses: Sphinx, Phoenix, Pegasus or Griffin. They can collect house points each week which are recorded on their house chart displayed in the classroom. At the end of each week, house points are collated and the house with the most points is awarded a house cup. A chart showing the number of times each team has been awarded the cup is displayed in the school hall. At the end of each term, the team with the most weekly house cups is rewarded by going on a trip or having a treat e.g. house disco or visit to the park. Individual children's house points are collated each week and a cumulative score kept. Children are rewarded with certificates when they receive 20, 40, 60, 80 and

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100 house points for a given category. These individual achievements are celebrated in phase assemblies.

Any member of staff can give a house point to any child. A child cannot lose house points.

In the Foundation Stage the children have stickers which are linked to the children's behaviour. They are awarded stickers for displaying positive habits of mind.

All staff members (excluding the Executive Principal and Head of School) are members of a house. To encourage team cohesion, one house assembly each half term will be led by the staff linked to each house.

No more than 2 house points should be awarded at any one time.

Class Rewards

Individual teachers are encouraged to use reward systems that are appropriate to their classes but all classes must use a class reward system e.g. marbles in the jar, table points, stickers...

Attendance

100% attendance certificates are awarded each term (see attendance policy)

Other Rewards

Children may be sent to the Head of School or Assistant Heads, Phase Leaders and/ or Subject Leaders when they have worked particularly well where they will receive a sticker to reward their success.

Playground Management

In addition to the above, we have strategies to promote good behaviour on the playground. These include:

- Playground equipment so that children have something to play with.
- Organised games
- House Captains (see below) and playground buddies who help with playground management.
- Positive reward slips will inform class teachers of positive behaviour habits displayed at lunchtimes.

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Traffic Light System

Teachers operate a traffic light system to encourage positive behaviour choices in the classrooms. Children's names are all on the green light at the start of each day. At times when inappropriate behaviour choices impact on learning in the classroom a child is moved to the amber light or the red light. The only exception to this is where a child has made a choice which causes high levels of concern (see Appendix 2) whereby the warning system will not be applied.

Where a child has continuously chosen to make inappropriate behaviour choices, they will have to complete a 'reflection sheet' to consider the impact of their behaviour choices and provide a strategy to ensure that they do not break the school charter in the future.

If a child is regularly not meeting behavioural expectations, the parents/ carers will be called to discuss the situation.

Strategies

Throughout the school the teachers use a positive form of behaviour reinforcement to manage the behaviour in the classroom, which involves:

- reinforcing positive behavioural language (removing the behaviour from the child as a person)
- agreeing the classroom charter with the children on a regular basis, making sure that the responsibilities tell the children what to do rather than what not to do.
- ensuring the children are aware of the consequences of their actions; agreeing consequences and rewards, making sure they are applied consistently.
- reinforcing what is expected of the children in the class
- referring to the stages within the behaviour ladder.
- starting each day as a fresh start wherever possible so that reprimands are not carried over for too long a period.
- encouraging children to take on responsibility e.g. monitors, work experience...
- discussing behavioural issues through regular circle times to ensure that children have strategies for dealing with different situations - 'I don't like it when...', etc..
- putting concerns in a 'feelings box' in the classroom.
- using 'reflection sheets' for children to reflect on their actions.
- in certain cases, having a communication book which travels between home and school with particular targets for improvement (this will be done in liaison with the Head of School/ Inclusion Manager).

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Children who are struggling to comply with playground expectation can:

- Spend time reflecting with a MDS observing positive behaviour
- Have time out - missing part of lunchtime (5, 10 minutes)
- Referring to the senior MDS
- Reporting to the class teacher
- Referring to a member of SLT (where necessary SLT will contact parents)

A CHILD SHOULD BE GIVEN TIME TO REFLECT AND THEN APOLOGISE FOR POOR BEHAVIOUR.

A CHILD SHOULD BE GIVEN A FRESH START AS SOON AS POSSIBLE.

Section 2 - Managing Inappropriate Behaviour Choices (See Behaviour and Consequences Ladder - Appendix 2)

At times, some children do not conform to the expectations of behaviour or respond to the positive and negative behaviour management outlined above. This may be for a number of reasons which must be investigated/ considered before further action. In such circumstances further strategies need to be employed by the school. These will necessarily include the involvement of senior managers of the school and parents.

- Senior staff will always be involved in incidents from Stage 2 of the behaviour and consequences ladder and the Assistant Heads/ Head of School will be involved from Stage 3.
- An exclusion sanction may be enforced by the Head of School or the Executive Principal if necessary.

Informing Parents

(See Behaviour and Consequences Ladder - Appendix 2; this is a guide only and children do not need to move through the levels. Sanctions should be appropriate to the inappropriate behaviour displayed)

Parents will be informed as soon as possible if an incident has occurred in school that has significantly broken the school charter. At Stage 2, staff are required to inform parents verbally or in writing regarding incidents which have been reported. From Stage 3, the Head of School or Assistant Heads will liaise with parents. Parents are requested to contact the school to acknowledge receipt of the letter either in writing or by telephone. Teachers are available, either informally at the end of the day if they have no prior commitments, or by appointment, to discuss ways of managing behaviour. Teachers are not available after 8.30am in the morning as they are preparing to take the children in at 8.45am.

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Where there is an ongoing issue with a child there will be an ongoing dialogue between school and home.

Monitoring Inappropriate Behaviour Choices

It is important that there is a system in place whereby it is possible to monitor the effectiveness of this policy. There is a difference between children who are testing the boundaries from time to time and children for whom extra support is required in order to comply with school charter and routines.

Where a child makes significant behavioural choices it is important to keep a record of the nature and frequency of the incidents in order that the child's choices can be reviewed and addressed. Class teachers keep a Behaviour Log (using a class timetable or a record book) to this end. Information is reviewed on a termly basis.

If there is a serious incident/persistent inappropriate behaviour choices with a child it is recorded on a behaviour monitoring form. At lunchtimes it is recorded and dated by the member of staff directly involved and kept in their communication books and the Senior Midday Play Leader or Head of School/Assistant Headteacher will check them regularly and deal with any concerns as required.

All incidents are monitored by the Head of School/Assistant Headteacher on a termly basis and reported to the Governing Body.

Any racist, homophobic or incidents linked to radicalisation (PREVENT guidance - see Safeguarding Policy) should be recorded and reported to the Head of School (or the Assistant Heads in their absence). These are recorded (see Appendix 3) and reported to the Local Authority each term.

Foundation Stage teachers keep their own records linked to the Foundation Stage Profile.

Strategies

Strategies used to meet the needs of children with significant emotional and behavioural needs will require specific target setting and a behaviour 'contract' will be drawn up. Such children may well be put onto the school's Special Needs Profile. The partnership between home and school is vital to the success of any behavioural management plan with a combination of rewards and sanctions and a consistent approach being maintained. Through the class teacher, inclusion team and SEN support we can offer some pastoral support for children who are experiencing emotional difficulties e.g. ELSA or Nurture Group, or refer the matter on to outside agencies who can offer professional counselling.

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Children with Additional Needs

Just as some children need additional support for their learning some will require additional support to develop positive learning behaviours. At Benedict children identified could have access to:

- Continued involvement and liaison with parents and carers
- Close liaison with the Inclusion Manager/Special Educational Needs Co Ordinator (SENCo)
- Family Support Manager
- An individual behaviour plan
- Planned support from a Teaching Assistant (TA) / Higher Level TA (HLTA)
- Handling plans
- Social, Emotional Aspects of Learning (SEAL) small groups
- The Nurture Room
- A Targeted Mental Health in Schools (TaMHS) worker
- Multiagency support
- Emotional Literacy Support Assistant (ELSA) support
- Developmental Assets
- Family Group
- Play Therapy
- Transforming Families
- Young Carers

We recognise that it is necessary to modify our behaviour management strategies according to individual children's needs.

Further information can be found in the school's SEN policy, Statement of Behaviour Principles and the Local Offer.

Communicating the Policy

The Behaviour Policy is circulated to parents and staff and discussed with the children annually.

This policy applies to all adults working in or visiting the Benedict School

Links with other policies:

- Teaching and learning
- Equal Opportunities
- Healthy Schools

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- PSHCE
- Sex and Relationships
- Emotional Health and Well Being
- Inclusion
- Special Educational Needs
- Anti Bullying
- Safeguarding
- Exclusions
- PREVENT strategies

Written: July 2015

Agreed by staff:

Agreed by Governors: November 2015

To be reviewed: Annually

Circulated to staff and parents:

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Appendix 1 Home School Agreement

CHILD

I will do my best to:

- Learn;
- Work hard and listen carefully to instructions;
- Come to school regularly and on time;
- Follow the school and class rules;
- Behave well at all times to maintain the safety of myself and others;
- Be polite, friendly and helpful to other children and all adults;
- Tell someone I trust if there is something that I am not happy about;
- Do my home learning regularly and return it to school on time;
- Bring all the equipment I need every day including my PE kit, book bag and books.
- Take care of the school environment and living things.

PARENTS

To help my child at school, I will do my best to :

- See that my child attends school regularly, is punctual, properly equipped and ready to learn;
- Inform the school on the first day of absence;
- Raise any concerns or problems in an appropriate way that might affect my child's ability to learn or behave well;
- Support the school to make sure that my child maintains good behaviour;
- Support my child with home learning and other home learning opportunities and listen to my child read daily;
- Attend parent meetings with the teacher to discuss my child's achievements and progress;
- Support all staff in their efforts to create a caring community which values children and their rights;
- Support the school in getting any help my child may need;
- Read all letters, messages etc that are sent home or seek help to do so;
- Inform the school immediately of any changes to parents/ carer and emergency contact details.

SCHOOL

The school will do its best to :




- Provide a safe, secure and caring learning environment.
- Teach and encourage the children to do their best and be a valued member of the Benedict Community.
- Develop in each child positive values and a caring attitude towards the school, local and global community and environment.
- Provide a balanced and exciting curriculum of the highest quality to meet the individual needs of every child.
- Set regular home learning and to mark it if appropriate.
- Inform children and parents/ carers what the teachers aim to teach the children each term.
- Be welcoming and offer opportunities for parents/ carers to become involved in the daily life of the school.
- Contact you to celebrate or raise concerns about your child's work, behaviour, attendance or punctuality.
- Have a clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy.
- Communicate between home and school through notices, newsletters, website and general meetings.

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Appendix 2

Behaviour and Consequences Ladder

You do not have to work through the stages of the ladder; it is for guidance only.

Stage	Consequence
Reminder	<ul style="list-style-type: none">• Refocus behaviour on 'habits of mind'
Warning AMBER 	<ul style="list-style-type: none">• Make clear what the warning is for• Refocus learning behaviour we want to see
Stage 1 RED 	<ul style="list-style-type: none">• Time out in class away from other children• Making up time at break/ lunchtime Practising behaviour habits required• Repairing the situation which may require a meaningful apology
Stage 2 RED 	<ul style="list-style-type: none">• Time out in another class (Parallel Class)• Pay for damaged property

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<p style="text-align: center;">Stage 3</p> <p style="text-align: center;">(Beyond )</p>	<ul style="list-style-type: none"> • Time out in another class (Phase Leaders) away from other children (<i>complete reflection sheet</i>) • Missing playtime using Phase Leaders (<i>complete reflection sheet</i>) • Missing activity if behaviour creates a health and safety issue • Inform parents verbally or in writing (Class teacher behaviour slip - copy to Assistant Head)
<p style="text-align: center;">Stage 4</p>	<ul style="list-style-type: none"> • Missing playtime/ lunchtime • Letter home to parents from Head of School/ Assistant Head • Behaviour form to be completed, shared with parents and put in child's file • Partnership Communication Book set up. If inappropriate behaviour choices continue, go to stage 5 • Missing activity if behaviour creates a health and safety issue • Unable to attend any planned field trips
<p style="text-align: center;">Stage 5</p>	<ul style="list-style-type: none"> • Meeting with parent/ carer • Behaviour monitoring form to be completed, shared with parents and put in child's file • Daily contact with parent set up with class teacher • Referral to other agencies • Possible drawing up of PSP (Pastoral Support Plan) • Internal exclusion (in school) • Exclusion from lunchtimes with parent having to take child home
<p style="text-align: center;">Stage 6</p>	<ul style="list-style-type: none"> • Fixed term exclusion • PSP drawn up after exclusion